

Pupil Premium

2015-2016

Key Objective 1

Numeracy: to continue with structured interventions proven to significantly improve the achievement of learners who find numeracy difficult.

Action: *Key Stage 3 numeracy scheme. Key Stage 4 functional skills Mathematics.*

All students whose attainment falls below the national expectations for numeracy are supported by Learning Support Assistants (LSAs) to follow numeracy schemes.

Rationale

The Sutton Trust document states 'One-to-one tutoring +5 months moderate impact. Small group tuition +4 months moderate impact' .

Success Criteria

A reduction in the attainment gap of FSM and non FSM students in Key Stage 3 from September 2015 in Mathematics levels. Additional qualification at Key Stage 4.

Dates

Commencing September 2014.

Staff Responsible

Numeracy Co-ordinator.

SENCO/Assistant Principal (Student Support).

Vice Principal.

Monitoring and Evaluation

Tracking and monitoring data of FSM cohort via data collection and student feedback

Key Objective 2

To continue with a reading scheme to improve the reading age of Key Stage 3 students whose reading age is below national average. To extend provision to Key Stage 4 with English functional skills.

Action: *Key Stage 3 reading scheme and Key Stage 4 English functional skills.*

All students whose attainment falls below the national expectations for reading are supported by LSAs to follow the reading scheme. Cohort identified from Year 6 scores and from testing on entry into Year 7. Students in Key Stage 4 to follow English functional skills.

Rationale

The Sutton Trust document stresses that improving literacy improves student outcomes overall, thereby reducing the attainment variation between FSM and non FSM students.

Success Criteria

Reading levels improve to enable greater access to the curriculum. Reading age (RA) expected progress. Start RA – minimum expected progress after one year: 6.0 -6.5, 7.0 – 8.0, 7.5 – 9.0 . Key Stage 4 students achieve additional qualification.

Dates

September 2015

Staff Responsible

Literacy Coordinator.

SEN Manager.

SENCO/Assistant Principal (Student Support).

Vice Principal.

Monitoring and Evaluation

Reading level assessment at start of Year 7 to identify cohort. LSA assessment upon exit from the scheme. Pass achieved in English functional skills.

Key Objective 3

To improve curriculum engagement and academic achievement for FSM and CIC students.

Action: Implement an academic subsidy to enable FSM/CIC students to fully access the curriculum and reduce attainment gap.

Rationale

The Sutton Trust document states ‘the choices that schools make in allocating the money will be vital so that the funding can help raise pupils’ attainment and aspirations.’

Examples of spending may include revision guides, resources for technology, GCSE theatre trips, ingredients for food lessons etc., all of which must have a direct impact on curriculum attainment.

Success Criteria

Attainment gap between FSM and non FSM students reduces. FSM/CIC students make progress in line with expectations.

Action: *Pupil Premium Learning Mentor*

Rationale

To give information to the student and teacher about the student's performance relative to learning goals.

Sutton Trust document – feedback + 8 months, high impact.

Success Criteria

A reduction in the attainment gap of FSM and non FSM students in Mathematics and English levels.
A reduction in the attainment gap of FSM and non FSM students achieving 5 A*- C GCSE grades.

Dates

September 2015.

Staff Responsible

Assistant Principal (Student Support).

Monitoring and Evaluation

Tracking and monitoring of FSM cohort via data collection, student feedback and exit data.

Action: *Alternative Curriculum Instructor. Delivery of Sky Sports for Living and Duke of Edinburgh Award.*

Rationale

To improve attainment by reducing challenging behaviour.

Sutton Trust document – behaviour interventions + 4 months, moderate impact.

Success Criteria

Staff and students engage in the curriculum. Reduction in attainment gap between FSM and non FSM students.

Dates

September 2015.

Staff Responsible

Assistant Principal (Student Support).

Monitoring and Evaluation

Tracking and monitoring of FSM cohort via data collection, student feedback and exit data.

Action: *Academic Mentors to provide one to one and small group intervention in Mathematics and English at Key Stage 4.*

Rationale

To narrow the gap between FSM and non FSM students.

Success Criteria

Student outcomes in line with expected levels of progress in English and Mathematics, positive Value Added scores at Key Stage 4.

Dates

September 2015 onwards.

Staff Responsible

Assistant Principal (Personalised Learning).

Action: *Monitoring of access to GCSE Pod.*

Rationale

Use of digital technologies to support learning.

Sutton Trust document – digital technologies + 4 months, moderate impact.

Success Criteria

Students' engagement. Reduction in attainment gap of FSM and non FSM students.

Dates

September 2015.

Staff Responsible

Assistant Principal (Community).

Monitoring and Evaluation

Analysis of scores of FSM against non FSM students. Student voice.

Action: *BEST Team to track attendance of FSM/CIC students.*

Rationale

To narrow the gap between FSM/CIC students and non FSM students.

Success Criteria

Improved attendance.

Dates

September 2015 onwards.

Staff Responsible

BEST Team.

Assistant Principal (Student Support).

Attendance Improvement Officer (Local Authority).

Action: *To continue with Future Scholars scheme.*

Rationale

To raise ambition of the most able FSM/CIC students.

Success Criteria

Students accepted by Russell Group universities.

Dates

September 2015 onwards.

Staff Responsible

Assistant Principal (Personalised Learning).